金沢大学

平成 29 年度入学者選抜学力検査問題

（前期日程）

英　　語

(注　意)

1　問題紙は指示があるまで開いてはいけません。

2　問題紙は本文 10 ページです。答案用紙は 3 枚あります。

3　答えはすべて答案用紙の指定のところに記入してください。

4　問題紙と下書き用紙は持ち帰ってください。

I   Read the following passage and answer the questions <u>in English.</u>

Jobs for the Future

"What kind of work do you want to do when you graduate?" This used to be a relatively simple question. Even if students did not know what they wished to do exactly, there were a predictable set of jobs they could choose from. However, the nature of work has been changing rapidly in recent years. Today, there are many jobs that did not exist or were not widely known a mere decade ago: jobs such as app designer, social media manager, and big data architect. And looking to the future, it is difficult to predict what jobs will look like, or how educational institutions can prepare their students for them. As one commentator said, "We are currently preparing students for jobs that don't yet exist ... using technologies that haven't yet been invented ... in order to solve problems we don't even know are problems yet." There are, however, certain clear trends that are having a big impact on the job market. Two such trends are globalization and technological innovation. Would-be workers need to understand the effects of these trends and prepare themselves by developing the necessary skills for the jobs of the future.

Globalization will have a big impact on the future of jobs. It is not hard to imagine that workers capable and comfortable moving around the globalized world can expand their job market horizons. However, globalization does not just mean workers and goods moving across geographical borders. It also means that economic and financial systems in different countries are becoming more and more connected and interdependent. So, even without moving around physically, workers may collaborate with colleagues and clients from different countries. More importantly, the connectedness and interdependence of the global economy means that a problem in one part of the system can have effects in economies all over the world. Therefore, an ability to analyze global trends

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and their impacts on local economies, as well as an awareness of how a local issue can affect the globalized world, will be important for workers.

Technological innovation is another important trend, and it can both create and destroy jobs. As smart machines become increasingly sophisticated, robots and computers will replace jobs in offices, factories and homes. Already, technological development has led to a decline in the number of jobs in manufacturing and agriculture. In addition, jobs in transportation and logistics are being replaced by machines. However, it is not just truck drivers and warehouse employees who need to worry about their future. Medium-skilled jobs with routine tasks, such as administrative and clerical positions, are also expected to be replaced by technological advancements. Furthermore, there are continued attempts to "assist" (or replace) parts of professional jobs, in medical and legal fields, for example. Clever machines can not only store and retrieve vast amounts of information more quickly and accurately than humans, but can also share the data with each other and teach themselves to ever more sophisticated levels. As a result, their combined experiences can easily surpass the experiences of individual humans. Concurrently, technological innovations are creating jobs in fields such as programming, software development, data security and web design. Other jobs in science and technology involve teams of scientists and technology specialists in identifying innovation and knowledge breakthroughs — in energy or new materials creation, for instance. These jobs will require more and more workers who can collaborate across different fields.

Such changes in job markets will influence the skills workers need in seeking employment. First, as globalization and technological innovations continue, both employers and workers will have to identify areas in which human contributions are valuable — fields that require imagination, creative thinking, analysis and deduction. Second, communication will play an important role as collaborative work among different fields increases. Third, the capacity to continuously learn new skills will be vital, as rapid changes in society and technology constantly

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require new ways to cope with them.

In the future, jobs may take an ever more fluid form. Even now, there are people who earn money by creating YouTube content many people wish to watch, organizing concerts for digital virtual singers, or playing computer games for spectators. The nature of jobs will continue to change into the future. Future workers should prepare themselves to deal with trends like globalization and technological innovation, and gain the skills necessary to tackle the even bigger waves of change that are certain to arrive in the future.

(Based on Claudia Pompa, *Jobs for the Future.* Overseas Development Institute. March 2015.)

Question 1: Based on the passage, answer questions (A) to (C) in <u>English</u>.

(A) What are the two trends mentioned in the passage that are having a great influence on the job market?

(B) What is an advantage smart machines may have over humans in professional fields such as medicine and law?

(C) What ability is needed to cope with rapid changes in society and technology?

Question 2: For statements (D) to (G), write **TRUE** if the statement matches the content of the passage. Write **FALSE** if the statement does not match the content of the passage.

(D) Many new types of jobs have been created in recent years.

(E) The number of administrative and clerical jobs is likely to increase.

(F) Smart machines affect high-skilled professional workers as well as manual workers.

(G) Technological development makes human imagination and creativity of less importance.

Question 3: Based on the passage, what kind of changes do you think should be made to schools (for example, high school) in order to prepare students for the jobs of the future? Write your ideas <u>in 30–40 English words</u>.

Ⅱ   Read the following passage and answer the questions <u>in English</u>.

"Losing Yourself" in a Fictional Character
Can Affect Your Real Life

When you "lose yourself" inside the world of a fictional character while reading a story, you may actually end up changing your own behavior and thoughts to match that of the character, a new study suggests. Lisa Libby and Geoff Kaufman at Ohio State University examined what happened to people who, while reading a fictional story, found themselves feeling the emotions, thoughts, beliefs and internal responses of one of the characters as if they were their own — a phenomenon the researchers call "experience-taking." They found that, in the right situations, experience-taking may lead to real changes in the lives of readers.

Experience-taking occurs when people are able, in a sense, to forget about themselves and their own self-concept and self-identity while reading. It doesn't happen all the time. In one experiment, for example, the researchers found that most college students were unable to undergo experience-taking if they were reading in a small room with a mirror in which they could see themselves.

When it does happen, however, experience-taking can have a powerful effect. In an experiment on voting behavior, 82 college students were asked to read one of four versions of a short story about a student enduring several obstacles on the morning of Election Day (such as car problems, rain, long lines) before ultimately entering the booth to vote. This experiment took place several days before the U.S. presidential election.

Some versions of the story were written in the first person ("<u>I</u> entered the voting booth") while some were written in the third person ("<u>Paul</u> entered the voting booth"). In addition, some versions featured a student who attended the same university as the participants in the experiment, while in other versions, the

main character in the story attended a different university.

After reading the story, the participants completed a questionnaire that measured their level of experience-taking. For example, they were asked to rate how much they agreed with statements like "I found myself feeling what the character in the story was feeling" and "I felt I could get inside the character's head."

The results showed that participants who read the story told in the first person, about a student at their own university, had the highest level of experience-taking. And a full 65 percent of these participants later reported that they voted on Election Day. In comparison, the figure was only 29 percent for the participants who read the first-person story about a student from a different university.

While people are more likely to lose themselves in a character who is similar to themselves, what happens if they only learn that a character is not similar later in a story? In one experiment, 70 male, heterosexual college students read a story about a day in the life of another student. There were three versions — one in which the character was revealed to be gay early in the story, one in which the student was identified as gay late in the story, and one in which the character was heterosexual.

Results showed that the students who read the story in which the character was identified as gay late in the narrative reported higher levels of experience-taking than did those who read the story in which the character's homosexuality was announced early. "If participants knew early on that the character was not like them — that he was gay — that prevented them from really experience-taking," Libby said. "But if they learned late about the character's homosexuality, they were just as likely to lose themselves in the character as were the people who read about a heterosexual student."

Even more importantly, the version of the story participants read affected how they thought about gay people. Those who read the gay-late narrative

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reported significantly more favorable attitudes toward gay people than did readers of both the gay-early narrative and the heterosexual narrative. Those who read the gay-late narrative also had less stereotypical ideas of homosexuals than did the readers of the gay-early story. Similar results were found in an experiment in which white students read about a black student, who was identified as black early or late in the story.

Libby said experience-taking is different from perspective-taking, where people try to understand what another person is going through in a particular situation — but without losing sight of their own identity. With experience-taking, "You've replaced yourself with the other," she said.

(Revised and edited from: "'Losing yourself' in a fictional character can affect your real life." Ohio State University website. 7 May 2012.)

Question 1:   Based on the passage, answer questions (i) and (ii) <u>in complete English sentences.</u>

(i)   What is experience-taking?

(ii)   Why did reading in a small room with a mirror make it harder for college students to undergo experience-taking?

Question 2:   Based on the passage, answer questions (iii) and (iv) to complete the chart below.

(iii)   Which expression is most appropriate in (1), highest or lowest?

(iv)   What percentage of participants voted? Write the number in (2) and (3).

Version of the story	Participants' level of experience-taking	Percentage of participants that voted
first person, same university	(1)_____	(2)_____ %
first person, different university	··············	(3)_____ %
third person, same university	··············	··············
third person, different university	··············	··············

Question 3: Based on the passage, fill in blanks (4) to (7) to complete the sentences below using the words in the box.

(v) Readers of the gay-late version reported higher levels of experience-taking than did readers of the [(4)   ] version.

(vi) Readers of the [(5)   ] version showed more positive attitudes toward homosexuals than did readers of the [(6)   ] version and the [(7)   ] version.

| gay-early | gay-late | heterosexual |

Question 4: Do you think movies can also encourage experience-taking? Circle YES or NO, and write a reason in 20–30 English words.

III　A self-driving car is a car which can drive itself. It uses cameras and sensors around its body to "see" its surroundings. Many experts suggest that self-driving cars will become widely used in just a few years. If this does happen, what changes may it cause?

- Choose <u>one</u> area you would like to write about from (1) to (5) and write <u>the</u> <u>number</u> in the small box.
  - (1)　the car industry
  - (2)　public transportation
  - (3)　traffic laws
  - (4)　the design of cities
  - (5)　the lives of disabled or elderly people

- Think of <u>two</u> changes that may occur in the area of your choice. In each large box, describe one change, reasons for the change, and the effects of the change. Write <u>40–60 English words in each box.</u>